

Caddo Indians - Grade 4

Created for public use and for [TIDES](#) project partner Caddo Mounds State Historic Site by Rhonda Williams, *TIDES* Curriculum Development team member, 2004.

Revised by Rachel Galan, Caddo Mounds State Historic Site, Educator/ Interpreter, February 2014. TEKS updated to the August 2010 revision.

Objectives:

TEKS §113.15. History, Grade 4. (b) (1) The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:

- (B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;
- (C) describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo; and
- (D) compare the ways of life of American Indian groups in Texas and North America before European exploration.

TEKS §113.15. History, Grade 4. (b)(4) The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

- (D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.

TEKS §113.15. Geography, Grade 4. (b)(6) The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

- (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps (*Map of Texas Forts and Indians 1846-1850*); and

TEKS §113.15. Geography, Grade 4. (b)(8) The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

- (A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;

- (B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and
- (C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.

TEKS §113.15. Economics, Grade 4. (b)(10) The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:

- (A) explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting.

TEKS §113.15. Economics, Grade 4. (b)(12) The student understands patterns of work and economic activities in Texas. The student is expected to:

- (A) explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services; and
- (B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.

TEKS §113.15. Government, Grade 4. (b)(14) The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

- (A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves.

TEKS §113.15. Social Studies skills, Grade 4. (b)(21) The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas; and
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

TEKS §113.15. Social Studies skills, Grade 4. (b)(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;

- (C) express ideas orally based on research and experiences;
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and
- (E) use standard grammar, spelling, sentence structure, and punctuation.

Teaching Activities:

Read information about the Caddo from the textbook together or read selected passages from Caddo Indians in The Handbook of Texas [located at: <http://www.tshaonline.org/handbook/online/articles/bmcaj>]

Focus Activity:

Have students use their textbooks to define "artifact."

Artifact Activity:

Print copies of photographs of Caddo pipes [SFM137.1 - <http://digital.sfasu.edu/cdm/singleitem/collection/StoneFort/id/138/rec/15> and SFM3.2 - <http://digital.sfasu.edu/cdm/singleitem/collection/StoneFort/id/2/rec/1>], and photograph of Caddo tomahawk [<http://digital.library.shsu.edu/cdm/ref/collection/p16042coll2/id/179>]

Divide class into 6 groups; give each group a copy of the photograph of an artifact and a copy of the Artifact Analysis Sheet - Caddo Culture.

Ask students to work together to answer the questions on the worksheet.

Have each group present information on its artifact to the class. If possible, allow students to place their image on the computer screen and projector or overhead projector.

Mapping Activity:

Place the Map of Texas Forts & Indians 1846-1850 [<http://nglarchivesandspecialcollections.wordpress.com/2013/04/02/thomason-room-maps-texas-forts-and-indians/>] on the computer screen and projector.

Pass out the Map Analysis Sheet - Caddo Culture.

This activity needs to be completed as a group because each area of the map will need to be enlarged to answer the questions on the Map Worksheet. Have students examine each area of the map, find the correct answer to the questions, and then volunteer to provide their answers to the class.

To end activity, ask students if the map needed to include any additional information.

Document Activity:

Have students brainstorm methods of communication that existed in Texas in the 1830's, leading them to understand that handwritten letters were the major means of communication.

Using biographies available from the Handbook of Texas or your textbook, introduce Thomas J. Rusk and K.H. Douglass to the students.

Place the Thomas J. Rusk and K.H. Douglass letter to Jesse Watkins of September 14th, 1837 on the computer screen and projector.

Pass out Document Analysis Sheet # 1. Read the transcript of the letter of Rusk and Douglass aloud with students.

Have students complete Document Analysis Sheet # 1.

Discuss answers with students. Ask students if the authors of the document seem to want to honestly work out a permanent peace with the Caddo.

Place Charles A. Sewell's letter to George Aldrich, of February 22nd, 1839, on the computer screen and projector.

Pass out Document Analysis Sheet # 2. Read the transcript of Charles A. Sewell's letter to George Aldrich, of February 22nd, 1839, aloud with students.

Have students complete Document Analysis Sheet # 2.

Discuss answers with students. Ask students if the author of the letter seems concerned that other Texans will feel that he is too close to the Caddo. Does this worry show that attitudes towards the Caddo have changed in the eighteen months that have passed between the writing of the first letter and the second?

Closing Activity:

Assign the following to your students: Choose the artifact or document that you feel has been the most interesting. Write a paragraph in your journal in which you describe two things that you learned by using this resource that you might not have learned by only using the material in your textbook

Assessment Activity:

Write the following assignment on a PowerPoint slide [overhead transparency, chalkboard, etc.]

Based on the knowledge that you have gained about the Caddo, write a letter to a friend or family member in which you are an Anglo settler in East Texas. Describe what you know about the Caddo, possibly including their culture, lifestyle, and problems with the Anglo population. The letter should contain accurate historical information, so use your textbook and your Document Analysis Sheet for background. This assignment must be in letter form. It should be approximately 1 to 1 ½ pages long. Remember, in addition to the subject information, you can ask questions, give advice or instruction, and provide local or family news if appropriate. You should also

respond to the questions asked in the original letter. Your grade will be based both on accurate content and on the use of standard English grammar. Be as neat as possible.

Extension activity:

Have students research the present day Caddo. Ask them to discover the answer to the following questions: Where do the majority of Caddo live today? What sort of work do they do? How has their culture changed? How has it remained the same?

Materials:

Photographs of Caddo pipes:

- <http://digital.sfasu.edu/cdm/singleitem/collection/StoneFort/id/138/rec/15>
- <http://digital.sfasu.edu/cdm/singleitem/collection/StoneFort/id/2/rec/1>

Photograph of Caddo tomahawk -

<http://digital.library.shsu.edu/cdm/ref/collection/p16042coll2/id/179>

Caddo Artifact Analysis Sheet

Map of Texas Forts and Indians 1846-1850 -

<http://nglarchivesandspecialcollections.wordpress.com/2013/04/02/thomason-room-maps-texas-forts-and-indians/>

Caddo Map Analysis Sheet

Thomas J. Rusk and K.H. Douglass' letter to Jesse Watkins of September 14th, 1837 -

<http://digital.sfasu.edu/cdm4/document.php?CISOROOT=/EastTexRC&CISOPTR=2297&REC=1>

Caddo Document Analysis Sheet # 1

Charles A. Sewell's letter to George Aldrich of February 22nd, 1839 -

<http://digital.sfasu.edu/cdm/compoundobject/collection/EastTexRC/id/2294/rec/1>

Caddo Document Analysis Sheet # 2

The Handbook of Texas (<http://www.tshaonline.org/handbook>):

- [Republic of Texas](#) in The Handbook of Texas;
- [Jesse Watkins](#) in The Handbook of Texas;
- [Thomas Jefferson Rusk](#) in The Handbook of Texas;
- [Kelsey Harris Douglass](#) in The Handbook of Texas;
- [Caddo Indians](#) in The Handbook of Texas.

Textbook